

Addressing Implementation Hurdles: Implementation Science, Examples, and Collaboration

Charter School and Small Districts

NCDPI Exceptional Children's Division March Institute

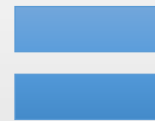
Effective
Interventions



Effective
Implementation



Enabling Context



Improved Student
Outcomes

Active Implementation Frameworks

Usable
Interventions



Teams



Drivers



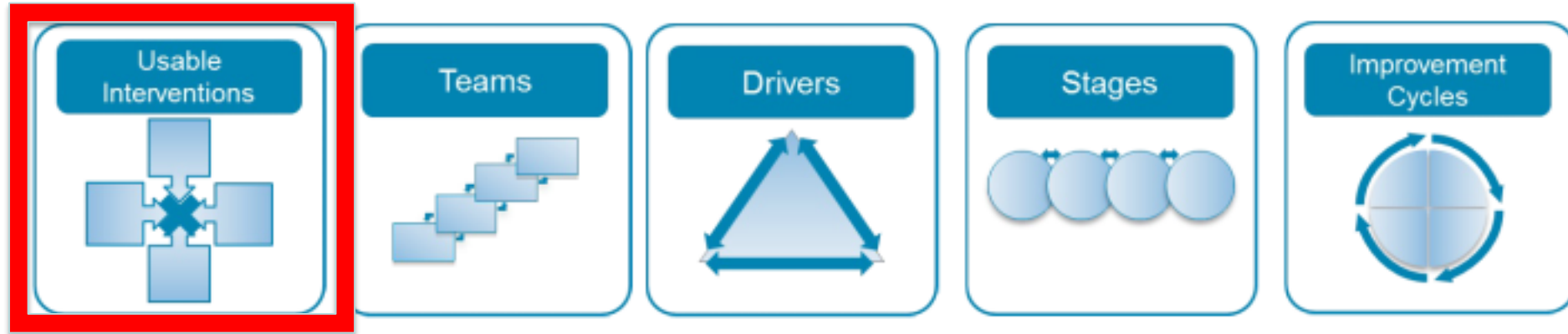
Stages



Improvement
Cycles



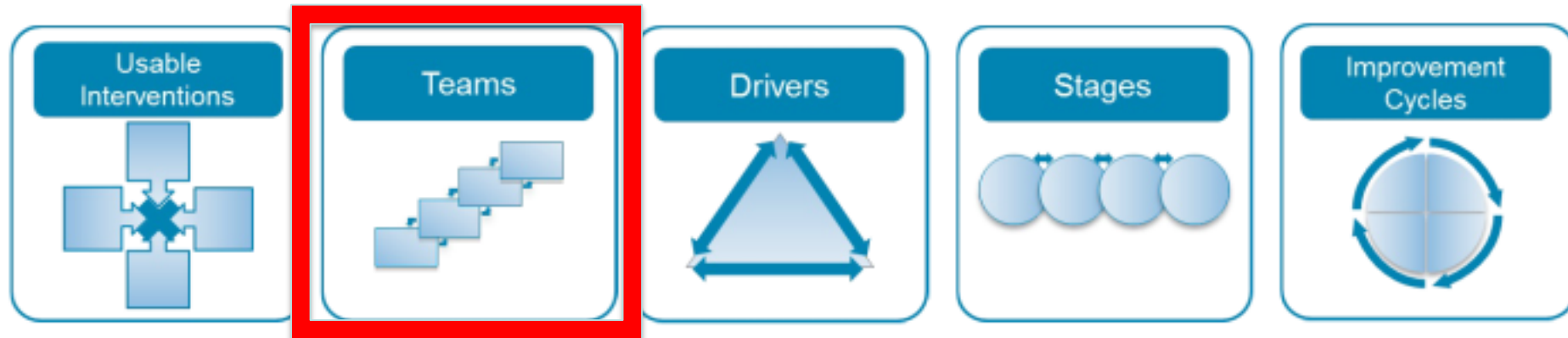
Active Implementation Frameworks



WHAT?

Knowable, Teachable, Doable

Active Implementation Frameworks



WHO?

Support full effective and sustained use of the intervention

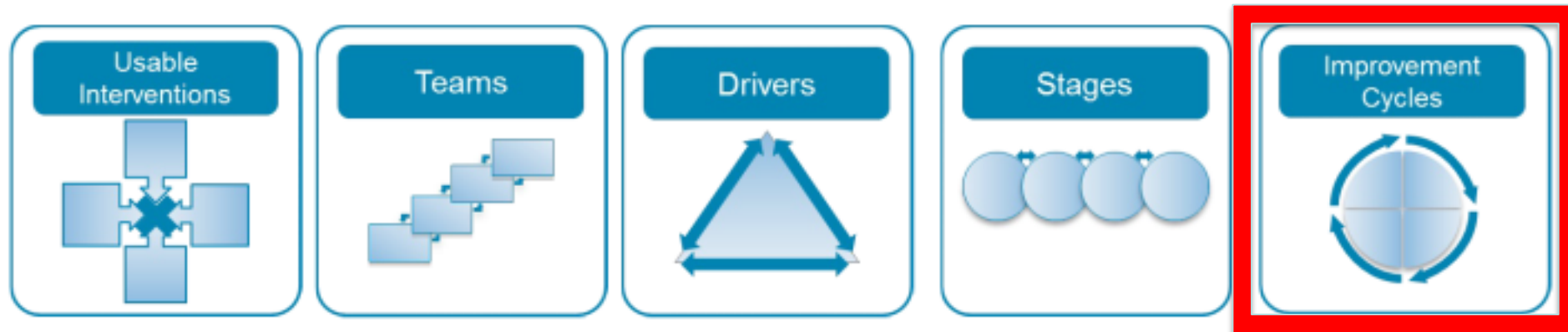
Active Implementation Frameworks



HOW?

Key components of capacity that enable the success of the intervention

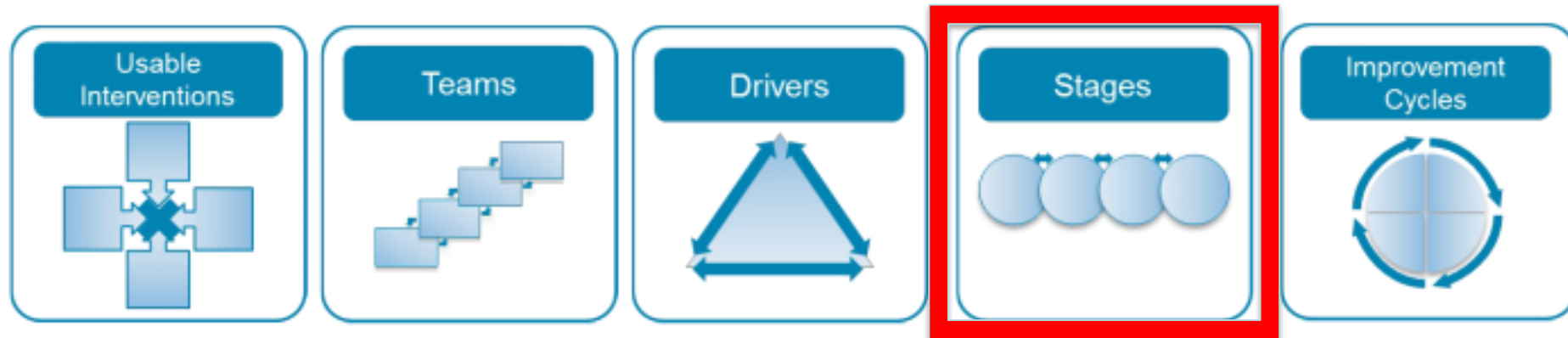
Active Implementation Frameworks



HOW?

Plan, do, study, act

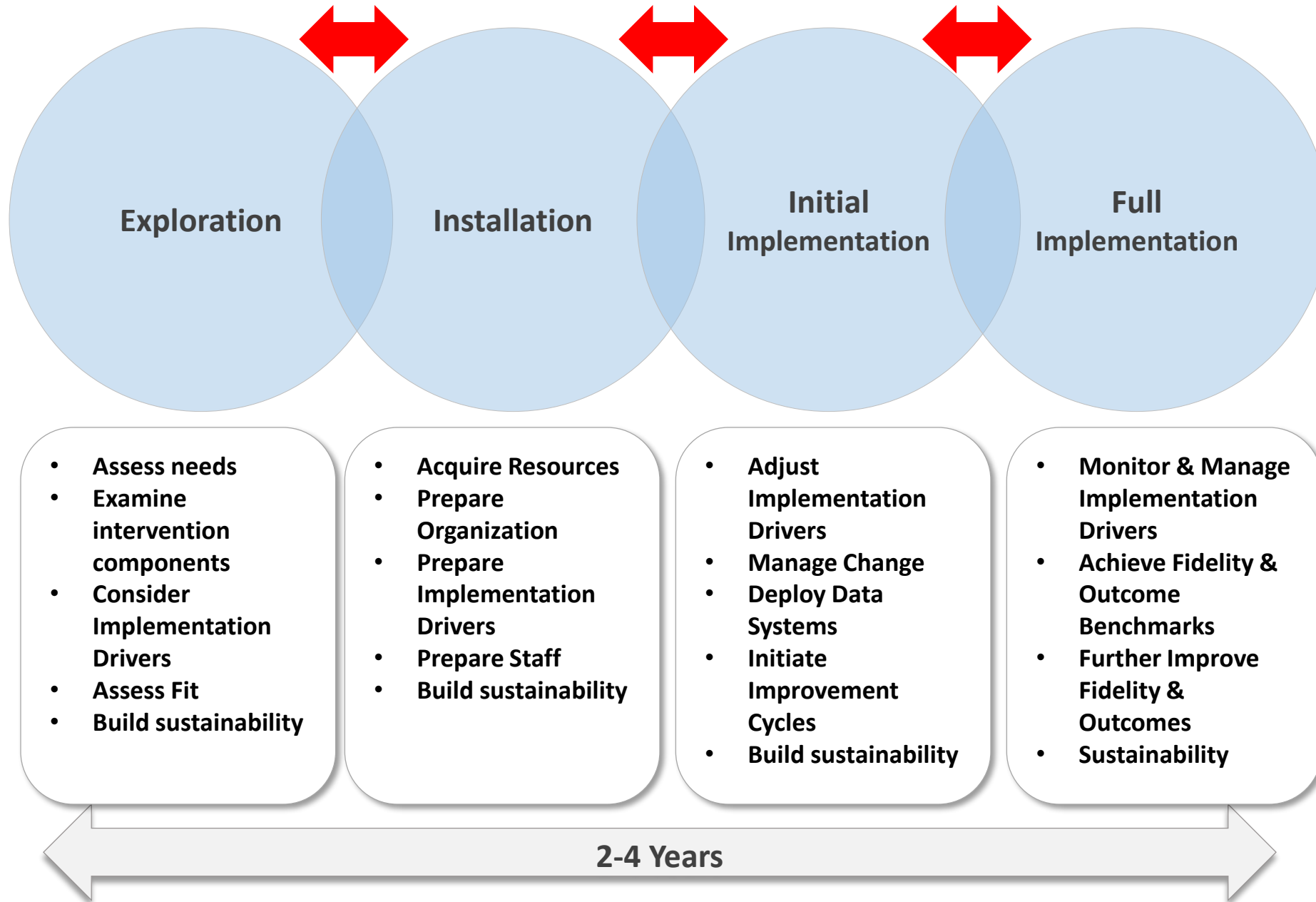
Active Implementation Frameworks



WHEN?

Exploration, installation, initial implementation, full implementation

Implementation Stages



Implementation Stages

- Match our activities to that stage and increase the likelihood of moving successfully through the stage and on to the next stage
- Prepare for the activities and challenges that we will face in the next stage
- Reduce wasted time and resources
- Increase the likelihood of sustained and improved use of educational practices

EXPLORATION

- **Assess needs**
 - Practices: Support students
 - Systems: Support teachers
- **Form teams**
- **Communicate systematically**

ASSESS NEEDS

- LEA Self Assessment Practice Profile
- Purposes:
 - Assess baseline and progress towards the implementation of critical components
 - Engage in a systematic plan, do, study, act improvement cycle
 - Support district teams involved with implementation of the improvement plan

Community School of Davidson

Core Element 3: IEP Development, Implementation, and Outcomes

3.1 Data indicate that students with IEPs are making progress towards grade level standards in the general education curriculum.	2
3.2 Data indicate that students participating in the Standard Course of Study are making progress on IEP goals.	2
3.3 Data indicate that students participating in the Extended Content Standards are making progress on IEP goals.	2
3.4 Data indicate that students with disabilities are graduating.	2
3.5 IEPs are developed based on each student's unique needs and relevant progress monitoring data that clearly documents student growth.	2
3.6 IEPs are implemented at a high level of fidelity.	2
<i>Core Element 3 Total</i>	
<i>Core Element 3 Percentage</i>	100%

Community School of Davidson

Core Element 4: Problem-Solving for Improvement	
4.1 LEA collects and analyzes data to problem-solve and develop improvement strategies for any student not meeting IEP goals.	1
4.2 LEA collects and analyzes disaggregated data about groups of students with disabilities to establish priorities for improvement.	2
4.3 LEA collects and analyzes aggregated data about students with disabilities to establish priorities for improvement.	2
4.4 LEA uses data analysis and identified priorities for decision-making and continuous improvement of LEA EC Program at least annually.	2
<i>Core Element 4 Total</i>	<i>7</i>
<i>Core Element 4 Percentage</i>	<i>88%</i>

Community School of Davidson

Core Element 5: Research-based Instruction and Practices

5.1 LEA has a clear data-driven procedure for identifying needed research-based initiatives, practices, and/or instructional methods to ensure students' mastery of common core and essential standards.	2
5.2 LEA develops effective implementation plans to support improved outcomes for SWD.	1
5.3 LEA purposefully carries out implementation plans, monitoring progress and making adjustments to improve outcomes.	2
5.4 LEA implementation plan includes strategies that support improvement, sustainability, and actively build capacity over time.	2
<i>Core Element 5 Total</i>	<i>7</i>
<i>Core Element 5 Percentage</i>	<i>88%</i>

Community School of Davidson

Core Element 6: Communication and Collaboration

6.1 LEA has effective vertical and horizontal communication processes in place to support policy and practice.	1
6.2 LEA facilitates meaningful parent involvement as a means of improving services and results for children with disabilities (e.g., rights and procedural safeguards, specific disability information, instructional practices, etc.).	1
6.3 LEA partners with community stakeholders (including preschool, mental health, etc.) to enhance service provision to students and families.	1
6.4 LEA collaborates with SEA to support program and initiative improvement.	1
<i>Core Element 6 Total</i>	<i>4</i>
<i>Core Element 6 Percentage</i>	<i>50%</i>

Readiness =

Motivation x Intervention Specific Capacity x
General Capacity

Scaccia et al., 2014

Establishing a Common Belief System



Motivation: The Rider

Table 1. Subcomponents of Motivation

Subcomponents of Motivation	Definition of Subcomponent
Relative Advantage	Degree to which a particular intervention is perceived as being better than what it is being compared against; can include perceptions of anticipated outcomes.
Compatibility	Degree to which an intervention is perceived as being consistent with existing values, cultural norms, experiences, and the needs of potential users.
Doability	Degree to which intervention is perceived as relatively difficult to understand and use.
Trialability	Degree to which an intervention can be tested in a pilot fashion before going to scale.
Observability	Degree to which outcomes that result from the intervention are visible to others.
Priority	Extent to which the intervention is regarded as more important than other interventions.

Source: Scaccia et al. (2014)

Motivation: The Elephant

Community School of Davidson:

Aligning the Improvement Plan to
the Philosophy of the School

Appealing to the Elephant

TURN AND TALK:

- What connections can you make between your school's improvement plan and the school's charter / belief system?

No Implementation Team



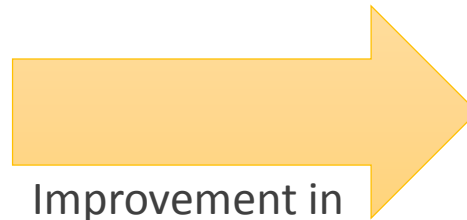
From “Letting it Happen”

Implementation Team



To “Making it Happen”

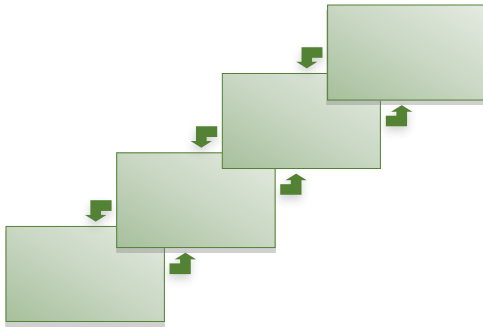
14%
17
Years



Improvement in
Intervention Outcomes

80%
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf,
2001
Balas & Boren, 2000
Green & Seifert, 2005
Saldana & Chamberlain, 2012



- **Teaming Structure**

- Accountable
- Implementation Science informed
- Lasting – Key to Sustainability
- Linked – Key to Scalability

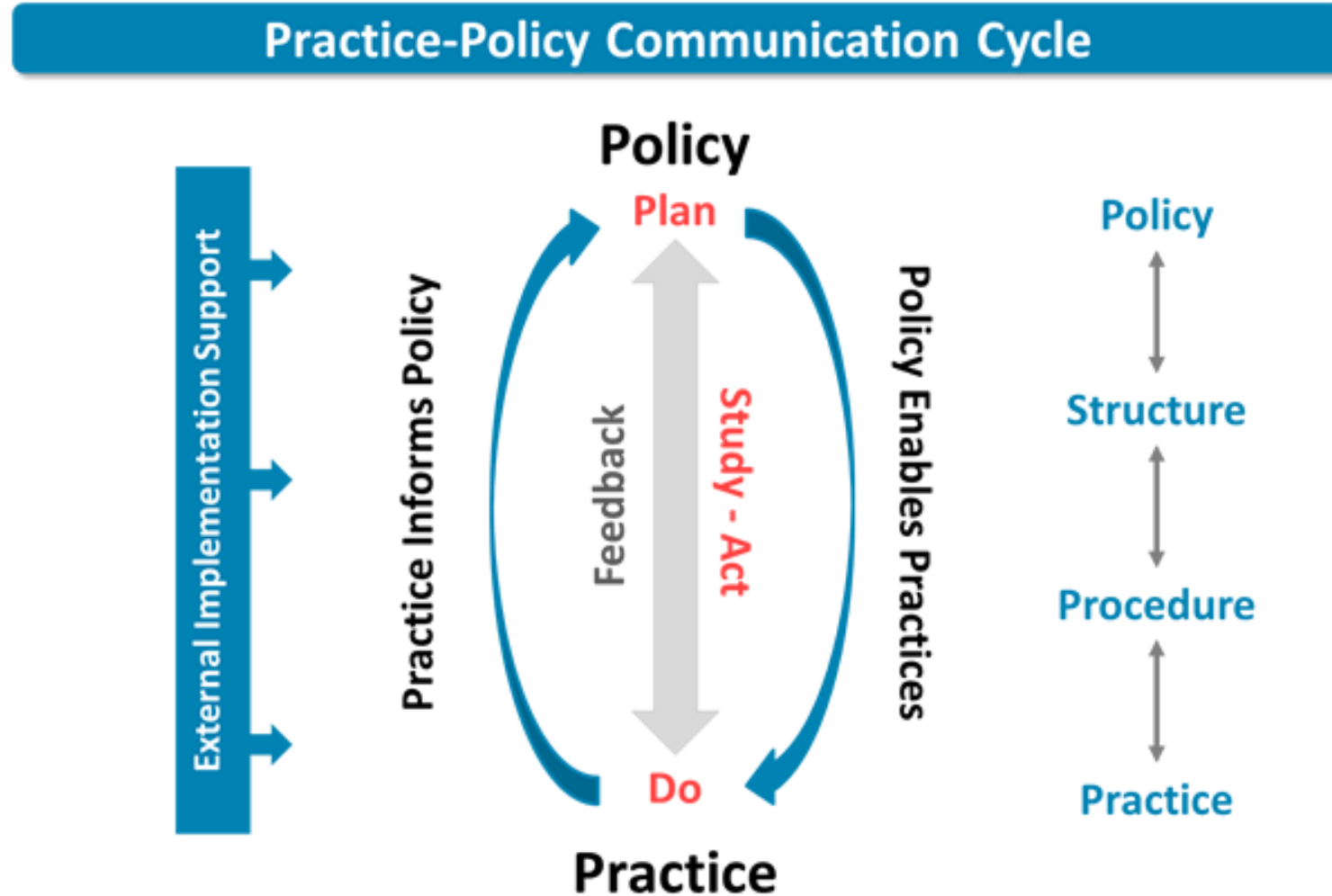
- **Why**

- Individual champions come and go
- Structures host functions
- Intentional use of data, improvement cycles

Form Teams: Community School of Davidson

A) Precise Problem Statement based on Data Review (What, When, Where, Who,	B) Goal and Solution Actions	Implementation & Evaluation				
		C) Who?	D) Timeline	E) Measure of Fidelity?	F) Measure of Effectiveness?	G) Outcome and Next Steps
CSD has inefficient regular, daily processes to support effective vertical and horizontal communication of administration and staff to meet the needs as growth and expansion has taken place and our student population is spread across two campuses.	CSD will build cross campus teams to facilitate regular effective communication and collaboration within and across each school (K-7/8-12) to increase teacher knowledge of individual student needs in order to develop a personal plan for long range (3 year timeline) higher student achievement for the 2016/2017 through 2018/2019 school years.	<p>Year 1- 2016/2017 school year-EC Directors, Administration, Testing Coordinator, Finance Department, Human Resources, Facility Manager, EC Staff and General Education Teacher rotated on an annual basis.</p> <p>Year 2-- 2017/2018 school year-EC Directors, Administration, Testing Coordinator, Finance Department, Human Resources, Facility Manager, EC Staff and General Education Teacher rotated on an annual basis.</p> <p>Year 3-- 2018/2019 school year-EC Directors, Administration, Testing Coordinator, Finance Department, Human Resources, Facility Manager, EC Staff and General Education Teacher rotated on an annual basis.</p>	Start of Implementation plan by August 12, 2016 through June of 2019	Established checkpoints quarterly of each year for 3 years (Oct., Feb., May), attendance sheets, office referrals, report cards, EOG/EOC reports, triannual progress reports, meeting minutes, shared google doc.	Appropriate staffing based on identified needs each year and adjusted yearly (as budget allows) and as reported information dictates, efficient matching of students with yearly: course selections, interventions and support, accommodations and modifications, appropriate equipment, resources, and space based, targeted professional development, and student behavioral support all based on identified needs each year and adjusted yearly as reported information/budget dictates	Increased grades resulting in improved grade point averages, decrease in office referrals for behavior incidents, increased mastery of grade level standards, increased mastery of IEP goals, improved test scores (EOG, EOC), increased attendance rates, increased student engagement, increased teacher retention, all tracked through pulled data quarterly/yearly for 3 years.

Practice-Policy Communication Cycle



Communicating with Staff: Community School of Davidson

Early Success: Short-Term Outcomes

Barriers that Must be Communicated to
School / Regional Teams

LEA-SA Update

- How can you use the LEA-SA Update as a method to establish practice-policy feedback loops?

Early Success: Short-Term Outcomes

Barriers that Must be Communicated to
School / Regional Teams

Questions?